DOCUMENT RESUME

ED 246 421 CS 208 371

TITLE	English Curriculum Guide: Senior High Program.
INSTITUTION	Mehlville R-9 School District, St. Louis, Mo.
PUB DATE	84
NOTE	39p.; Developed by the teaching staff and Curriculum Office of the Mehlville School District.
AVAILABLE FROM	Curriculum Office--Language Arts, Mehlville School District, 3120 Lemay Ferry Rd., St. Louis, MO 63125.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Course Content; *Curriculum Development; Curriculum Guides; Elective Courses; *English Instruction; High Schools; Language Skills; *Literature Appreciation; Required Courses; Teaching Methods; *Writing Instruction

ABSTRACT

Prepared by the teaching staff and curriculum office of the Mehlville (Missouri) School District, this curriculum guide for senior high school English presents a dual focus on language (grammar, usage, composition) and literature (fiction, nonfiction, poetry, drama, media). Following a statement of the philosophy of the program, the guide outlines the program's requirements, including graduation requirements in English, placement criteria, and college preparatory credits. This list of requirements is followed by a list of textbooks and instructional materials, and an overview of the program. The overview includes objectives for literature, composition, language skills, and grammar and usage, listed sequentially for the program's three levels of English. The remaining two sections discuss the English elective program and suggested teaching methods. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED246421

ENGLISH CURRICULUM GUIDE

SENIOR HIGH PROGRAM

Mehlville School District

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert E. Rogers
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 208 371

ENGLISH CURRICULUM GUIDE: SENIOR HIGH PROGRAM

Developed by the teaching staff and Curriculum Office of the
MEHLVILLE SCHOOL DISTRICT

Dr. E. Dean Burns, Superintendent of Schools
Dr. Stirley A. Shannon, Associate Superintendent
Dr. Robert E. Rogers, Assistant Superintendent, Curriculum/Personnel
Dr. Ronald R. Paul, Administrative Assistant-Curriculum

English Program Planning Committee

Elizabeth Krekeler, Curriculum Specialist, Language Arts K-12
LaVerne Buckner, Administrator
Daniel Terry, Department Chairperson, Oakville Senior High School
David Mana, Department Chairperson, Mehlville Senior High School
Bonnie Cobb
Bonnie Davis
Kris Hillen
Nancy Juvers
Barry Kane
Mary Kennedy
Gary Kramer
David Wyse

Thanks is given to Dave Henerfauth and Jackie Jones for their work on the cover design.

Appreciation is extended to the senior high faculties who provided interest and suggestions for this program.

Published 1984

Table of Contents

I. PHILOSOPHY 1

II. ENGLISH PROGRAM REQUIREMENTS 2

English Credits
College Preparatory Studies Certificate
Phasing and Criteria for Placement
Reading Courses
Student Failures
Summer School Credit
BEST Local Objectives

III. TEXTBOOKS AND MATERIALS 8

IV. ENGLISH PROGRAM OVERVIEW 11

Instructional Objectives for English I
Instructional Objectives for English II
Instructional Objectives for English III

V. THE ENGLISH ELECTIVE PROGRAM 22

VI. SUGGESTED METHODOLOGY 31

PHILOSOPHY

The revised English program presents a dual focus on language (grammar, usage, composition) and literature (fiction, non-fiction, poetry, drama, media). It meets the needs of the high school student in the Mehlville School District, based on both community and faculty recommendations. The program provides a balanced education in English. It is sequentially structured; it blends the old with the new for the teacher who is a traditionalist, an innovator, or a combination of both.

ENGLISH PROGRAM REQUIREMENTS

ENGLISH CREDITS

In order to meet English program requirements for graduation in the Menlville School District, a student must earn three (3) units of credit specified as English I, English II, and English III. The student must also pass all parts of the Basic Essential Skills Test (BEST), both written and local objectives, pertaining to Language Arts.

English elective courses may be taken by students to meet the 6½ total elective units required for graduation.

COLLEGE PREPARATORY STUDIES CERTIFICATE (optional)

In order to qualify for the College Preparatory Studies Certificate, awarded by the Missouri State Department of Education, graduates are required to meet all requirements of the general diploma and to earn twenty-four (24) units of credit. In addition, students must earn a 3.0 grade point average in the four core area subjects and score above the national average on a college-entrance exam (SAT or ACT).

Four (4) units of English are required of students to qualify for the College Preparatory Certificate. The student must choose one unit from the following list:

019 Reading Skills (Phase 4-5)
025 Word Power (Phase 3-5)
028 Independent Study (Phase 5)
043 Advanced Journalism (Phase 3-5)
052 Composition for the College Bound (Phase 3-5)
055 Speech (Phase 3-5)
058 Debate (Phase 3-5)
064 Theatre Workshop (Phase 3-5)
067 Speech and Drama Workshop (Phase 3-5)
085 American Novel (Phase 3-5)
091 Modern Poetry and Drama (Phase 3-5)
094 Shakespeare (Phase 3-5)
097 Seminar in World Literature (Phase 5)

The student may also take additional English elective courses in fulfillment of the four and one-half (4½) elective credits set forth in certificate requirements.

PHASING OF ENGLISH I, ENGLISH II, and ENGLISH III

Immediate student success is the ultimate goal of phasing. All courses in the senior high English program are phased in difficulty from one to five. Two levels of phasing exist for the required English I, English II, and English III courses. Phase 1-2 is for students having difficulty in English skills. Phase 3-5 is for students having average or well developed English skills.

CRITERIA FOR PHASE 1-2 PLACEMENT

Students qualifying for Phase 1-2 placement in required English courses must meet all of the following criteria:

1. Teacher recommendation
2. Previous grades (D or F)
3. Scores of two grade levels below on either IOWA Reading or Language Arts composites for incoming freshmen

A student has the option to move from a Phase 1-2 to a Phase 3-5 course based on teacher recommendation.

READING COURSES

English I, II, and III courses are required of all students. At the discretion of the principal and teacher recommendation, the student with low reading ability, however, may opt for Clues to Reading Progress or A Guide to Effective Reading to substitute for one or both semesters of English III. ONLY ONE SEMESTER OF CLUES AND ONE SEMESTER OF GUIDES CAN BE SUBSTITUTED. Reading courses may be taken at any time in the student's schedule. Otherwise, only elective credit can be given for reading courses.

STUDENT FAILURES IN ENGLISH I, ENGLISH II, OR ENGLISH III

A student failing only one semester of English I moves ahead to English II. The student is then required to repeat the failed English I semester while taking English II. A student failing both semesters must repeat that course successfully before moving on to English II.

A student failing only one semester of English II moves ahead to English III. The student is then required to repeat the failed English II semester while taking English III. A student failing both semesters of English II must repeat that course successfully before moving on to English III.

A student failing either semester of English III must repeat the failed semester.

SUMMER SCHOOL CREDIT

Summer school courses for credit will be offered for English I and English II contingent upon enrollment. English III will not be offered.

Summer school English I and English II courses will be offered only to students who have failed.

Students may also be certified in mastery of the Basic Essential Skills Test (BEST) local objectives through a summer school BEST course.

BEST LOCAL OBJECTIVES

The BEST local objectives, established by the Missouri State Department of Elementary and Secondary Education, are those minimal skills that can only be measured by teacher observation in the classroom. The English I course provides the opportunity for measurement of these objectives.

Most students with a C or better in English I have demonstrated mastery of BEST minimal skills. Mastery of local objectives for students with below a C grade may be certified at teacher discretion. Students not passing local objectives during the school year will have an option to work on objectives in summer school for certification to meet state requirements.

BEST local objectives 14 through 21 apply to Reading/Language Arts:

Objective 14 -- The student will demonstrate the ability to speak effectively in different business and social situations and with persons of varied ages and backgrounds.

Examples of criteria that may be used for evaluating satisfactory student performance:

1. Speaks loudly enough and clearly enough to be understood,
2. Maintains eye contact with listeners,
3. Listens carefully and responds to comments directed to him,
4. Gives straightforward answers or comments,
5. Maintains posture that is not distracting,
6. Avoids use of repetitive expressions,
7. Relates ideas in logical sequence.

Objective 15 -- The student will demonstrate the ability to write with complete sentences, acceptable sentence structure, acceptable grammatical construction, and correct spelling and punctuation.

Examples of criteria that may be used for evaluating satisfactory student performance:

1. Uses legible handwriting,
2. Uses correct spelling,
3. Punctuates correctly,
4. Writes a good sentence,
5. Writes a good paragraph.

Objective 16 -- The student will demonstrate the ability to use reference materials and sources to obtain information to meet personal needs.

Examples of criteria that may be used for evaluating satisfactory student performance:

1. Clarifies problem or topic,
2. Finds sources (including human sources) related to problem or topic,

3. Evidences knowledge of use of library card catalogue and other reference materials,

4. Organizes material in a usable manner,

5. Utilizes information obtained to meet personal needs.

Objective 17 -- The student will demonstrate ability to recognize the main idea and specific details in an oral presentation.

Examples of criteria that may be used for evaluating satisfactory student performance:

1. Student can state in his own words the main idea(s) of an oral presentation,

2. Student can give main points of a news commentary.

Objective 18 -- The student will demonstrate the ability to complete a business form correctly and neatly.

Examples of criteria that may be used for evaluating satisfactory student performance:

1. Uses legible handwriting,

2. Follows directions as given on a form (e.g., prints in capital letters if so directed),

3. Puts required information in correct space.

Objective 19 -- The student will demonstrate the ability to communicate with persons of different age groups and in different situations by reading orally.

Examples of criteria that may be used for evaluating satisfactory student performance:

1. Reads clearly and with appropriate rate,

2. Observes punctuation,

3. Uses voice inflections to project meaning,

4. Adjusts reading to meet audience situation.

Objective 20 -- The student will demonstrate the ability to recognize and locate parts of the newspaper.

Examples of criteria that may be used for evaluating satisfactory student performance:

Given the newspaper, the student can recognize and locate:

1. News stories,
2. Feature stories,
3. Editorial,
4. Sport pages,
5. Classified ads,
6. Cartoons and comics,
7. Amusement guide.

Objective 21 -- The student will demonstrate the ability to follow oral and written directions to complete a process.

Examples of criteria that may be used for evaluating satisfactory student performance:

1. Oral Directions
   a. Student can follow oral directions given by the teacher such as
      (1) leaving space and margins,
      (2) placing name on paper,
      (3) supplying requested information,
      (4) following directions that require a sequence of acts.
2. Written Directions
   a. Student can follow written directions such as
      (1) following directions requiring correct sequencing such as a recipe or laboratory experiment,
      (2) following directions such as those found on unassembled toys or furniture.

TEXTBOOKS AND MATERIALS

ENGLISH I

BASIC TEXTS

Question and Form in Literature. Scott, Foresman, 1979.

Building English Skills (Orange). McDougal, Littell, 1981.

Supplementary Texts

Wordskill 3. Science Research Associates, 1979

Steps to Better Writing. Holt, Rinehart & Winston, 1972.

ENGLISH II

BASIC TEXTS

Adventures in American Literature - Harcourt Brace Jovanovich, 1980.

Supplementary Texts

Building English Skills (Blue). McDougal, Littell, 1981.

Wordskill 4. Science Research Associates, 1979.

ENGLISH III

BASIC TEXTS

Adventures in English Literature. Harcourt Brace Jovanovich, 1980.

Coyle, William. Research Papers. 5th Edition. Bobbs-Merrill Educational Publishing, 1980.

Supplementary Texts

Building English Skills (Blue). McDougal, Littell, 1981.

SUGGESTED BOOK LIST FOR ENGLISH I

Adams, Richard. Watership Down

Buck, Pearl. The Good Earth

Cather, Willa. Neighbor Rosicky

Dickens, Charles. Great Expectations

_____. A Tale of Two Cities

Gunther, John. Death Be Not Proud

Steinbeck, John. The Pearl

Tolstoy, Leo. Master and Man

Twain, Mark. Tom Sawyer

Wilder, Thorton. The Bridge of San Luis Rey

SUGGESTED BOOK LIST FOR ENGLISH II

Cather, Willa. My Antonia

Crane, Stephen. The Red Badge of Courage

Harper, Lee. To Kill a Mockingbird

Hawthorne, Nathaniel. The Scarlet Letter

Hemingway, Ernest. Old Man and the Sea

Knowles, John. A Separate Peace

London, Jack. The Call of the Wild

Melville, Herman. Billy Budd

Richter, Conrad. Light in the Forest

Steinbeck, John. Of Mice and Men

Twain, Mark. Connecticut Yankee in King Arthur's Court

_____. Huckleberry Finn

SUGGESTED BOOK LIST FOR ENGLISH III

Conrad Joseph. Heart of Darkness

_____. Lord Jim

_____. The Secret Sharer

Dickens, Charles. A Christmas Carol

_____. Oliver Twist

Golding, William. Lord of the Flies

Hardy, Thomas. Return of the Native

Tolkien, J. R. R. The Hobbit

ENGLISH PROGRAM OVERVIEW

	ENGLISH I	ENGLISH II	ENGLISH III
Literature	LITERARY GENRES (Short Story, Nonfiction, Print Media, Drama, Poetry, Novel)	SURVEY OF AMERICAN LITERATURE (Short Story, Nonfiction, Essay, Drama, Poetry, Novel)	SURVEY OF ENGLISH LITERATURE (Short Story, Nonfiction, Essay, Drama, Poetry, Novel)
Composition	SENTENCE PATTERNS PARAGRAPH TYPES THE ESSAY ESSAY QUESTIONS AND ANSWERS DOCUMENTATION (Introduction) CREATIVE WRITING (Optional)	ESSAY STRUCTURE ESSAY TYPES DOCUMENTATION CREATIVE WRITING (Optional)	THE ESSAY RESEARCH PAPER CREATIVE WRITING (Optional)
Language Skills	STUDY SKILLS VOCABULARY AND SPELLING LIBRARY (Introduction and Reference Works) ORAL PRESENTATION PRACTICAL FORMS	VOCABULARY AND SPELLING LIBRARY USE ORAL PRESENTATION	VOCABULARY AND SPELLING RESEARCH TECHNIQUES ORAL PRESENTATION HISTORY OF LANGUAGE
Grammar and Usage	PARTS OF SPEECH PARTS OF SENTENCE SENTENCE ERRORS PUNCTUATION CAPITALIZATION SENTENCE-VERB AGREEMENT PRONOUN-ANTECEDENT AGREEMENT VERBALS	REVIEW BASED ON STUDENT WRITING	REVIEW BASED ON STUDENT WRITING

ENGLISH I

English I establishes a basic foundation in English skills. It includes the study of literary genres, writing skills, speech and vocabulary development, and a formal review of grammar.

Instructional Objectives - English I

	Phase 1-2	Phase 3-5	BEST Objective
LITERATURE: SHORT STORY, NONFICTION, PRINT MEDIA, DRAMA, POETRY, NOVEL			
The student will be able to			
1. Recognize the elements of fiction--plot, character, setting, theme--through the study of literary genres;	X	X	
2. Recognize techniques of fiction--symbolism, irony, foreshadowing, point of view--through the study of literary genres;		X	
3. Recognize nonfiction types--autobiography, biography, the essay;	X	X	
4. Recognize and locate the parts of the newspaper--news stories, features, editorials, sports pages, classified ads, cartoons and comics, amusement guides;	X	X	20
5. Recognize the contribution of Shakespeare to literary and cultural heritage;	X	X	
6. Understand dramatic elements--soliloquy, aside, comic relief, and tragic flaw;		X	
7. Recognize poetic types--narrative and lyric;	X	X	
8. Recognize simple poetic devices--simile, personification, alliteration, and rhyme;	X	X	
9. Recognize complex poetic devices--metaphor, onomatopoeia, hyperbole, assonance, rhyme scheme, and metrical patterns.		X	
COMPOSITION: SENTENCE PATTERNS, PARAGRAPH TYPES, THE ESSAY, ESSAY QUESTIONS AND ANSWERS, DOCUMENTATION			
The student will be able to			
1. Understand the process of prewriting, writing and revision;	X	X	
2. Write sentences that effectively communicate;	X	X	15

	Phase 1-2	Phase 3-5	BEST Objective
3. Use a variety of sentence types;		X	
4. Eliminate verbiage--trite expressions, passive voice;		X	
5. Use specific wording--concrete nouns, active voice;		X	
6. Recognize and formulate topic sentences used in various positions;	X	X	
7. Write descriptive, explanatory, and narrative paragraphs using examples, incidents, comparison/contrast;	X	X	
8. Recognize and formulate a thesis statement;	X	X	
9. Develop a five-paragraph essay;	X	X	
10. Answer essay questions on tests;	X	X	
11. Incorporate long and short quotes from a primary source;		X	
12. Document with internal page numbers and a footnote to the primary source.		X	
LANGUAGE SKILLS: STUDY SKILLS, VOCABULARY AND SPELLING, LIBRARY, ORAL PRESENTATION, PRACTICAL FORMS			
The student will be able to			
1. Distinguish between main ideas and supporting details in notetaking and outlining;	X	X	17
2. Use survey, question, read, recite, and review study method (SQ3R);	X	X	
3. Demonstrate improved vocabulary and spelling skills in writing and tests;	X	X	
4. Know the arrangement of the school library;	X	X	
5. Locate and use general reference works, particularly Reader's Guide to Periodic Literature:	X	X	16
6. Present an impromptu speech;	X	X	14
7. Prepare and present a formal, informative speech;	X	X	
8. Complete a job application, cover letter, and résumé;	X	X	18

	Phase 1-2	Phase 3-5	BEST Objective
9. Communicate through oral reading;	X	X	19
10. Follow oral and written directions.	X	X	21
GRAMMAR AND USAGE: PARTS OF SPEECH, PARTS OF SENTENCE, PUNCTUATION, CAPITALIZATION, SUBJECT-VERB AGREEMENT, PRONOUN-ANTECEDENT AGREEMENT, VERBALS			
The student will be able to			
1. Identify and use the parts of speech;		X	
2. Recognize the structural parts of a sentence--subject, predicate, complement, modifier;	X	X	
3. Avoid sentence errors--fragments and run-on sentences;	X	X	
4. Use correct comma punctuation;	X	X	
5. Use correct punctuation--semicolons, colons, and dashes;		X	
6. Use correct capitalization;	X	X	
7. Make subjects and verbs agree;	X	X	
8. Make pronouns and antecedents agree;		X	
9. Recognize and use verbal forms--gerunds, participles, and infinitives;		X	
10. Construct sentence types--simple, compound, complex, compound—complex.		X	

ENGLISH II

English II further advances English skills. It includes a survey of literature, advanced composition and research, further speech and vocabulary development, and individualized grammar study related to student writing.

	Phase 1-2	Phase 3-5
Instructional Objectives - English II		
SURVEY OF AMERICAN LITERATURE: SHORT STORY, NONFICTION, THE ESSAY, DRAMA, POETRY, NOVEL		
The student will be able to		
1. Identify the philosophical movements of American literature;		X
2. Recognize distinctively American forms in American literary history;		X
3. Recognize the historical and biographical background of American literature;	X	X
4. Recognize major authors and works of American literature;	X	X
5. Apply the elements of fiction--plot, character, setting, theme--through the study of American literature;	X	X
6. Analyze the techniques of fiction--symbolism, irony, foreshadowing, point of view--through the study of American literature;		X
7. Distinguish nonfiction types--biographical sketches, historical accounts, the essay;	X	X
8. Recognize dramatic elements and techniques in American drama;		X
9. Recognize poetic types and devices in American poetry;	X	X
10. Apply the elements and techniques of fiction to the genre of the American novel.	X	X
COMPOSITION: ESSAY STRUCTURE, ESSAY TYPES, DOCUMENTATION		
The student will be able to		
1. Formulate a thesis statement and write a five-paragraph essay;	X	X
2. Write narrative essays, expository essays, and critical analysis;		X
3. Condense through titles, one-sentence summaries, and abstracts;	X	X

	Phase 1-2	Phase 3-5
4. Incorporate and document paraphrased material into writing;		X
5. Document with footnotes and bibliography, using both primary and secondary sources.		X
LANGUAGE SKILLS: VOCABULARY AND SPELLING, LIBRARY USE, ORAL PRESENTATION		
The student will be able to		
1. Demonstrate improved vocabulary and spelling skills in writing and tests;	X	X
2. Recognize connotative language--euphemism (doublespeak), sexism, propaganda;		X
3. Distinguish primary from secondary sources;		X
4. Use specialized reference works--indexes, encyclopedias, dictionaries;	X	X
5. Present an oral interpretation;	X	X
6. Prepare and present a formal, oral presentation based on American literature.	X	X
GRAMMAR AND USAGE		
The student will		
Become aware of grammar deficiencies and demonstrate improvement.	X	X

ENGLISH III

English III further develops English skills. It includes a survey of English literature, continued composition including the research paper, further speech and vocabulary development, and individualized grammar study related to student writing.

	Phase 1-2	Phase 3-5
Instructional Objectives - English III		
SURVEY OF ENGLISH LITERATURE: SHORT STORY, NONFICTION, THE ESSAY, DRAMA, POETRY, NOVEL		
The student will be able to		
1. Identify various literary periods and genres of English prose and poetry;		X
2. Recognize historical and biographical backgrounds of English literature;	X	X
3. Recognize major authors and works of English literature;	X	X
4. Apply the elements of fiction--plot, character, setting, theme--to the study of English literature;	X	X
5. Analyze techniques of fiction--symbolism, irony, foreshadowing, point of view--through the study of English literature;		X
6. Distinguish nonfiction types--historical accounts and the essay;	X	X
7. Recognize dramatic elements and techniques through the study of a Shakespearean play and a modern drama;		X
8. Recognize poetic types and devices in English poetry;	X	X
9. Understand the oral tradition and the impact of print on the nature of poetry;	X	X
10. Apply the elements and techniques of fiction to the genre of the English novel.	X	X
COMPOSITION: THE ESSAY AND THE RESEARCH PAPER		
The student will be able to		
1. Write narrative and expository essays;	X	X
2. Write persuasive/argumentative essays in addition to other types;		X
3. Write a research paper with proper documentation.		X

	Phase 1-2	Phase 3-5
LANGUAGE SKILLS: VOCABULARY AND SPELLING, LIBRARY RESEARCH TECHNIQUES, ORAL PRESENTATION, HISTORY OF THE LANGUAGE		
The student will be able to		
1. Demonstrate improved vocabulary and spelling skills in writing and tests;	X	X
2. Use library resources in writing a research paper;		X
3. Prepare and present a special occasion speech--introducing a speaker, presenting or accepting an award, a speech of welcome;	X	X
4. Prepare and present a formal, persuasive speech;		X
5. Understand the historical development of the English language.		X
GRAMMAR AND USAGE: REVIEW BASED ON STUDENT WRITING		
The student will		
Sharpen editorial skills.	X	X

THE ELECTIVE PROGRAM

The elective program provides the opportunity for students to pursue their own interests and to strengthen academic skills. Elective courses are offered in the areas of language, composition, speech, and literature.

English I 001 (Phase 1-2) 002 (Phase 3-5)

This required introductory course includes the study of literary genres: short story, nonfiction, print media, drama, poetry, and the novel. Composition covers sentence patterns, paragraph types, the essay, essay questions and answers, and an introduction to documentation. Language study includes study skills, vocabulary and spelling, library skills, oral presentations, and practical business forms. Intensive grammar study is included in this course.

Prerequisites: None
Open to: 9 (Required)
Credit: 1 Unit - One Year (Language Arts)

English II 003 (Phase 1-2) 004 (Phase 3-5)

This required course includes a survey of American literature. Composition covers essay structure, essay types, and documentation. Language study includes reference skills, spelling and vocabulary study, and oral presentations. Individual grammar review is based on student writing.

Prerequisites: English I
Open to: 10 (Required)
Credit: 1 Unit - One Year (Language Arts)

English III 005 (Phase 1-2) 006 (Phase 3-5)

This required course includes a survey of English literature. Composition extends the further writing of essays including the persuasive mode and the writing of the research paper. Language study includes vocabulary and spelling, research techniques, a special occasion speech and/or a formal persuasive speech, and the history of the language. Grammar study will be focused upon sharpening students' editorial skills.

Prerequisites: English II
Open to: 11 (Required)
Credit: 1 Unit - One Year (Language Arts)

Clues to Reading Progress 013

The reading disability of the individual student will be diagnosed through the use of standardized tests and informal tests. Reading difficulties of the individual student will also be continuously diagnosed through teacher observation. The problems pointed out through the use of the tests and observation will be met individually. Each student will be placed in a remedial program based on his specific needs. The course will be set up according to state guidelines set forth in the State Chapter I Program (i.e.) The

course will be taught by a state certifies reading specialist. The case load of the teacher may not be more than fifty (50) students at any one time. Students will be accepted based on reading percentile scores that follow state guidelines, teacher-counselor recommendations, parental request. This course may be substituted for one semester of English III.

Prerequisites: None
Open to: 9-10-11-12
Credit: ½ Unit-One Semester (Language Arts)
1 Unit-Two Semesters (Language Arts)
Phase: 1-2

A Guide to Effective Reading 016

A Guide to Effective Reading is an individualized course for the below to average reader to help him read with less difficulty and more efficiency. Students will build vocabulary skills, and develop reading ability by improving speed, comprehension, listening and study skills. Methods for reading more effectively in other course area will also be emphasized. This course may be substituted for one semester of English III.

Prerequisites: None
Open to: 10-11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 2-3

Reading Skills for Young Adults 019

This course focuses upon applied critical reading (making inferences, critical judgments, and summarizations); controlled reading rate (adjustment to content, skimming, time-pressure blocks); test-taking formats; vocabulary and study skills. Students must read above grade level. The course prepares candidates for college entrance exams.

Prerequisites: English I and II
Open to: 11-12 (10 with instructor/counselor permission)
Credit: ½ Unit (Language Arts)
Phase: 4-5

English on the Job 022

This course is designed to improve the student's language skills in preparation for the world of work. The following areas will be included: exploring career choices, business correspondence, job interviews, and all practical skills necessary to job training and everyday communication.

Prerequisites: English I and English II
Open to: 11 and 12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 1-3

Word Power 025

This course is designed for students who recognize a need for building and strengthening vocabulary and spelling skills. It is especially concerned with the needs of the student who will be taking college entrance examinations and those who will be pursuing business careers.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 3-5

Independent Study 028

This course is designed for advanced students possessing a high degree of independence and responsibility. Selected projects must be worked out by the student, instructor, and department chairperson. This course qualifies for the College Prepartory Studies Certificate on the approval of the chairperson and the principal.

Prerequisites: English I and II
Open to: 12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 5

Mass Media 031

This course is designed to survey the mass media and its impact on public opinion. The course will include the history of print, newspapers, magazines, television, radio and movies.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 1-3

Film Appreciation 034

This course offers the student an opportunity to explore the film as an art form. It is designed to help the student analyze, critique and appreciate film-making techniques.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts or Fine Arts)
Phase: 2-4

Yearbook Workshop 037

In this course students produce the senior high yearbook. Each student joins one of four staffs--copy, business, layout, or photography--and specializes in that area of production of the book, although he may assist in all areas. Students learn to accept responsibility for deadlines and to cooperate in a group effort. Students should make application through the instructor.

Prerequisites: English I and II
Open to: 11-12
Credit: 1 Unit-One Year (Language Arts)
Phase: 2-4

Journalism 040

The student will learn the writing structure of the straight news story, the feature, the editorial, and the sports article. The student is encouraged to collect facts by interviewing students, teachers, and administrators and to help publish the school newspaper. The student will be actively involved in the production of the paper, and will study photography, magazines, free lance writing, broadcasting, and advertising.

Prerequisites: English I and II
Open to: 11-12 (10 with instructor's permission)
Credit: 1 Unit-Two Semesters (Language Arts)
Phase: 2-4

Advanced Journalism 043

This course offers the student the opportunity to apply his journalistic skills. In addition to the monthly student paper, advanced students will produce special publications.

Prerequisites: English I and II, Journalism
Open to: 11-12
Credit: 1 Unit-One Year (Language Arts)
Phase: 3-5

Writing Workshop 046

Students will keep a notebook or journal. Some writing assignments will be based on personal experience. Some assignments will focus on poetry and fictional writing.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 2-4

Composition for the College Bound 052

This course is necessary for students who plan to attend college. Focusing on expository writing, the course includes the essay, literary analysis, the research paper, vocabulary development, and intensive grammar review.

Prerequisites: English I, II, and III
Open to: 12
Credit: 1 Unit-One Year (Language Arts)
Phase: 5

Speech 055

This course is designed to give students experience in writing and delivering speeches. They will develop poise and confidence before an audience. The course includes individual speeches and panel discussion.

Prerequisites: English I and II
Open to: 11-12 (10 with permission of instructor)
Credit: ½ Unit-One Semester (Language Arts or Fine Arts)
Phase: 3-5

Debate 058

This course offers the student extensive practice and experience in a variety of argumentative speaking situations, encouraging individual thought, analysis and synthesis based on perceptive criticism. The student can participate in the Greater St. Louis Speech League debate tournaments, requiring time after school.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts or Fine Arts)
Phase: 3-5

Acting 061

Students experiment with acting techniques by participating in classroom performances. They are introduced to the backstage elements of stage production and gain experience in such areas as lighting, costumes, make-up, and publicity.

Prerequisites: English I and II
Open to: 11-12 (10, having passed English I)
Credit: ½ Unit-One Semester (Language Arts or Fine Arts)
Phase: 1-4

Theatrical Production 063

Students will experiment and gain experience in set construction, lighting, make-up and costuming. They will also work in conjunction with acting classes on projects for district drama events.

Prerequisites: English I and II
Open to: 11-12 (10, having passed English I)
Credit: ½ Unit-One Semester (Language Arts or Fine Arts)
Phase: 1-4

Theatre Workshop 064

This course expands students' acting and/or stagecraft skills, focusing on theatrical productions. The student will also be involved in the school's major theatrical productions.

Prerequisites: English I and II, Acting or Theatrical Production
Open to: 11-12
Credit: ½ Unit (Language Arts or Fine Arts) (Offered each semester; student may enroll once for Language Arts credit and once for Fine Arts credit)
Phase: 3-5

Speech and Drama Workshop 067

This course expands individual and group acting and speech skills, focusing on readers' theatre, oral interpretation, dialects and voice, radio scripts and speech styles and types. Students are responsible for interscholastic speech contests, tournaments, and other events.

Prerequisites: English I and II, Acting or Speech
Open to: 11-12
Credit: ½ Unit (Language Arts or Fine Arts) (Offered each semester; student may enroll once for Language Arts credit and once for Fine Arts credit)
Phase: 3-5

Myth and Legend 070

This course begins with a study of the myths of ancient Greece, focusing on the universal human concerns and questions which myths reflect. Units on other mythologies such as Norse, American Indian, and Medieval legends explore similarities and differences in cultures and times.

Prerequisites: English I and II
Open to: 11-12 (10 with permission of instructor)
Credit: ½ Unit-One Semester (Language Arts)
Phase: 1-4

Poetry: Sounds of Silence 073

This course is aimed toward increasing student understanding and appreciation of poetry. Students study figurative language, imagery, sound devices, rhythm, and other elements of poetry. They learn about various forms of poetry, including ballads, sonnets, and haiku, and practice writing these and other forms in class. Students learn to differentiate between good poetry and bad, and they study the styles of famous authors.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 1-4

Short Fiction 076

Students read and study short works which include science fiction, short stories, and writings by women and ethnic minorities. The course will increase students' skill in literary interpretation.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 2-4

American Novel 085

Students read selections which reflect the development of the novel in America and the social conditions of the periods they represent. Class discussion will focus on themes of universal relevance and the literary techniques of various writers.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 3-5

Modern Poetry and Drama 091

This course covers poems and plays of the Twentieth Century. Students learn both techniques of literary analysis and participate in oral dramatic readings.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 3-5

Shakespeare 094

This course includes a study of Shakespeare's life and his contribution to the development of the theatre. Students will study the characteristics of comedies, histories, and tragedies through the reading of at least one sample play of each.

Prerequisites: English I and II
Open to: 11-12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 3-5

Seminar in World Literature 097

The college-bound student will discuss ideas central to the classics of world literature. The course is designed to cultivate a high degree of responsibility, develop mature interpretation skills, and enable the student to function in a seminar setting.

Prerequisites: English I, II, and III
Open to: 12
Credit: ½ Unit-One Semester (Language Arts)
Phase: 5

SUGGESTED METHOLOGY FOR INSTRUCTIONAL OBJECTIVES

SQ3R STUDY METHOD. The SQ3R study method consists of five steps:

Survey the material. Look over the entire article or selection to get a general idea of what you will be reading. Read the introduction and also the summary, if there is one. Check the titles and headings and look at any illustrations.

Question. Prepare a set of questions. Decide what questions you should be able to answer at the end of your reading. Use any study questions presented in the book or provided by your teacher. You can also make up your own questions by turning each title and heading into a question. Pictures, maps, or charts can also be used to make up questions.

Read the selection. Look for the answers to the questions as you read. Also identify the central thoughts in each section.

Recite the answers. After you finish your reading, recite in your own words the answers to your prepared questions. Make notes on the answers. Also make sure you have grasped any other important points of the selection and record those, too.

Review the selection. Quickly read over your notes and look over the main points in the book to impress them on your memory. Look up the answers to any questions you are still not sure of.

--Joy Littell, ed., Building English Skills. Orange Level

PRIMARY AND SECONDARY SOURCES. Primary sources are first hand materials like original documents, letters, or diaries. For example, if you were writing a paper on the drafting of the Constitution, the Constitution itself or a letter by one of the delegates would be a primary source. Secondary sources are works written about a subject after the fact. For example, a book by Charles A. Beard discussing the Constitution and interpreting the motives of the delegates would be a secondary source. "Primary source" is an impressive term, but primary sources, when available, must be used with caution because they are often inaccurate or incomplete. A balanced combination of primary and secondary materials, carefully chosen and suitable to a thesis, is desirable, but many student papers are based entirely on secondary sources.

--William Coyle, Research Papers. 5th Edition

DOCUMENTATION: INTERNAL CITATION. Parenthetical citations made within the written text can replace cumbersome footnotes when only one reference is being used. One footnote is placed at the bottom of the first page. Included in this footnote should be a brief note stating that parenthetical page numbers refer to this edition. The citation is enclosed in parentheses, follows the quotation marks, and precedes the writer's own punctuation. The following is a possible sentence from a student's paragraph: *The lady imagines a train which "would pull into the station on velvet springs"* (p.38) *that contributes to the dreamlike quality of the paragraph.* At the bottom of the page, the student writes:

Audrey M. Lee, "Waiting for Her Train," in Question and Form in Literature, eds. James Miller, Roseann Duenas Gonzalez, Nancy Millett (Glenview, Illinois: Scott, Foresman and Company, 1979), pp. 37-39. Parenthetical page numbers refer to this edition.

A student's use of a footnote and an internal citation seems superfluous for a one-paragraph assignment, but requiring this will provide frequent practice in footnote form.

ORAL INTERPRETATION. Oral interpretation may be defined as the process by which a reader recreates from literature that which an author has written. The response which the reader seeks from the audience must be governed by the intellectual or emotional response which the author sought.

The most important obligation of the oral interpreter is to effectively transfer meaning to the audience. Generally speaking, there are two types of meaning in oral interpretation:

1. Intellectual Meaning: The content of a selection to be comprehended by the audience.

2. Emotional Meaning: The moods and attitudes of a selection to be appreciated by the audience.

Both prose and poetry are suitable for oral interpretation.

SPECIAL OCCASION SPEECHES. There are six types of short speeches for special occasions: (1) introduction, (2) presentation, (3) acceptance, (4) welcome, (5) response to a welcome, and (6) farewell.

PERSUASIVE SPEAKING. Persuasion is the art and science of using primarily emotional appeals to secure decisions as opposed to the stress on logic used in argumentation.

Four salient points to remember in persuasive speaking are

1. The speaker aims at altering belief, attitudes, feelings, or behavior.

2. The speaker aims to enlist the listener's active drives and desires on behalf of his position.

3. All subjects about which we seek to persuade one another are in some degree controversial.

4. Persuasion that recognizes and successfully refutes opposing positions has more durable influence on audiences than purely one-sided presentations.

EUPHEMISM (doublespeak). Euphemistic language is a use of words to obscure meaning. Typical are terms for death (expired for died) or titles to upgrade jobs (sanitation engineer for plumber). One kind of euphemism is doublespeak. Understanding its nature, as George Orwell points out, is vital for an informed democracy. Major types of doublespeak include (1) the use of pseudointellectual jargon to impress others and (2) the use of positive terms to hide painful or unpopular events. "Protective reaction raids," perhaps the most famous example of doublespeak, was the term released by the White House and headlined in newspapers for Nixon's escalation of the Vietnam War through U.S. bombing raids into Cambodia. Protests ended in the Kent State shootings. Other doublespeak examples are the Pentagon's "nuclear radiation enhancement weapon," a new bomb that destroys life but leaves buildings intact and the Mx (Missile Experimental) recently dubbed the "Peacekeeper" by President Reagan.

Students can use a thesarus to turn nursery rhymes or any other passages of clear writing into doublespeak: "A research team proceeded toward the apex of a natural geologic proturberance, the purpose of their expedition being the procurement of a sample of fluid hydride of oxygen in a large vessel ("Jack and Jill").

SEXISM. Sexism is defined as words or deeds that arbitrarily assign roles or characteristics to people on the basis of sex. Its study illustrates for students the way language evolves in response to social change and the power of language to instill role expectations, reflected in attitudes and actions. Some examples with which students are readily familiar include flight attendant for steward or stewardess, police officer for policemen, mail carrier for mailman, and Ms. for Mrs. or Miss. Pronoun-antecedent agreement well illustrates the influence of sexism on grammatical rules. "Guidelines for Nonsexist Use of Language," a useful NCTE phamplet, may be obtained from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801 (Up to 15 copies free).

HISTORY OF THE LANGUAGE. The developing nature of the English language clearly parallels the survey study of English literature. A student can appreciate the evolving sounds and appearance of his native language through the following suggested activities:

1. Adventures in English Literature: pp. 29-30 (Old English), pp. 96-98 (Middle English), pp.233-234 (Elizabethan Age), pp.287-288 (17th Century), pp. 402-404 (Restoration and 18th Century), pp. 527-528 (Romanticism), pp. 671-672 (Victorian Age), and pp. 916-919 (20th Century).

2. Sample tapes and records representing the Old English and Middle English time periods are available in the school library.